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ABSTRACT

Some 90 entries comprise this annotated bibliography focusing on articles and books dating from 1959. The works tend to deal with graduate education, course requirements, and teacher preparation for higher education. (RL)

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GRADUATE EDUCATION IN ENGLISH

A SELECTED ANNOTATED BIBLIOGRAPHY

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TE 500 007

Anderson, James R. "An Honors Student Assesses Graduate Education," Superior Student, 7:14-18, May, June, 1965.

A disenchanted graduate student speaks out. He says that graduate education is too concerned with details and specialization and not enough concerned with the broader aspects, the unifying concepts of the field studied.

Arden, Eugene. "A Solution to the Crisis in College Teaching," Liberal Education, 51:419-425, October, 1965.

Proposes a new degree, the Doctor of Arts in Teaching (D.A.T.); a three year program in which the student takes formal course work, including seminars, four courses in a "minor field," has the personal guidance of a master professor, teaches several freshman sections, observes department committees, and completes and is examined on independent projects.

Armacost, Peter H. Preparing the College Professor for Liberal Arts Teaching, A Conference Report of the Association of American Colleges and the Council of Graduate Schools in the United States. Washington, D.C.: December, 1965.

Suggests the use of a four year "financial aid package," combining study, teaching, and research as a means to shorten the time taken to get the Ph.D. Concludes that the major problem in Ph.D duration is the time spent preparing the dissertation rather than that spent in full-time study.

Association of Graduate Schools in the Association of American Universities and the Council of Graduate Schools in the United States. The Doctor of Philosophy Degree, 1965.

Gives "the pattern and characteristics of a good-quality program leading to" the Ph.D.

Association of Graduate Schools in the Association of American Universities, Committee on Administrative Problems. "Report of a Study of the Resolution Concerning Scholars, Fellows, and Assistants," Journal of Proceedings and Addresses, 8th Annual Conference, 1956, pp. 32-39.

Most schools follow the AGS Resolution and offer financial awards on April 1st, to be accepted by April 15th.

_____. "The Position of the Graduate Dean in Member Institutions of the Association of American Universities," Journal of Proceedings and Addresses, 9th Annual Conference, 1957, pp. 49-59.

Survey of the role of the Graduate Dean. Findings: this is generally not a position of extensive authority and responsibility in budgetary and personnel matters; the nature of the position varies greatly; most influential on an informal level.

_____. "Report of the Committee on Administrative Problems," Journal of Proceedings and Addresses, 10th Annual Conference, 1958, pp. 55-58.

Graduate Admissions should be the responsibility of the Graduate School, not of the individual departments. There should be fewer admissions forms.

_____. "Report of the Committee on Expediting the Ph.D. Degree," Journal of Proceedings and Addresses, 16th Annual Conference, 1964, pp. 61-69.

Defines three areas of difficulty: financial support, amorphous program, and insecurity inherent in the program; and gives suggestions for improvement.

Axelrod, Joseph (ed.). Graduate Study for Future College Teachers. Washington, D.C.: American Council on Education, 1959.

Finds that the Ph.D. is still the "best teaching degree." The four-year Ph.D. program with more subsidies is favored. Although there should be some provision for pedagogic training, there should not be separate programs

for teachers and research scholars.

Beach, Leonard B. "Freedom and Discipline in Graduate Programs," Journal of Higher Education, 30:120-127, March, 1959.

Suggests changes such as the Graduate Record Examinations and four-year Ph.D. programs to bring freedom and discipline to the structure of graduate programs.

Beach, Leonard B. "What Should Be the Role of the Master's Degree in the Preparation of College Teachers?," Current Issues in Higher Education. Edited by G. Kerry Smith. Washington, D.C.: National Education Association, 1960, pp. 187-189.

Suggests a two-year program for college teachers not planning to continue on to the Ph.D.

Bent, Henry. "The Meaning of the Ph.D. Degree: A Tribute to an Ideal," Journal of Higher Education, 33:13-19, January, 1962.

Discusses the meaning of the Ph.D. degree to the university, to the doctoral student, and to society. He feels that the "crucial test" of a doctoral program is to prepare individuals who can "advance our knowledge in one or more specialized fields."

Berelson, Bernard. Graduate Education in the United States. New York: McGraw-Hill Book Co., Inc., 1960.

Based on questionnaires sent to graduate deans, recent recipients of the Ph.D., and graduate faculty members, this study is an analysis of the problems involved in the Ph.D. program. It also includes suggestions for the improvement of existing programs and a discussion of the history of graduate education.

Bernard, Jessie. Academic Women. University Park, Pa.: The Pennsylvania State University Press, 1964.

A study of the "sociology" of academic women and the problems they encounter in the pursuit of their degrees.

Blessing, James. Graduate Education: An Annotated Bibliography. United States Department of Health, Education, and Welfare, Office of Education, Bulletin #26. Washington, D.C., 1961.

Includes: history and nature of graduate education; organization, administration, and support; graduate programs; the graduate student; the graduate faculty and faculty scholarship and research; and directories and bibliographies. It covers the period, 1957-1960 and contains "general studies of the various aspects of graduate education."

Board of Control for Southern Regional Education. Improving Graduate Education; A Guide to Institutional Self-evaluation. Atlanta: 1951.

Presents an organizational plan for self-evaluation of graduate programs.

Booth, David. "Institutionalizing Innovation in Graduate Education," Graduate Comment, Wayne State University, 9:159-165, 1966.

Recommends for the improvement of graduate education: cooperative relations between area Liberal Arts Colleges and the graduate school for recruitment, a summer orientation program for graduate students to initiate them to the realities they will be facing, more depth focus on major questions rather than on narrow course limits, and a University center for research in graduate education to provide information for its graduate departments.

Bowers, Fredson. "Doctor of Arts: A New Graduate Degree," College English, November, 1965.

Since the M.A. is not a sufficient degree for college teachers, and

"the dissertation is the major stumbling block to the award of the doctorate," to combat the shortage of college teachers a new degree, the Doctor of Arts, which "would include all that is now required by the Ph.D. except for the dissertation and its accompanying specialized final examination," is proposed.

_____. "What Can We Do About the Ph.D.?," Bulletin of the Association of Departments of English, #9, 2-9, September, 1966.

The present Ph.D. must be changed as the standard for college teachers, but it "must under no circumstances come to be an out-and-out teaching degree." Recommendations: one foreign language in depth, concentration in one or more areas of literature, reduced dissertation, no exploitation of students as teaching assistants.

Bunting, Mary I. "Some Views of Problems in Graduate Education," Journal of Proceedings and Addresses of the Association of Graduate Schools in the Association of American Universities, 17th Annual Conference, 1965, p. 11.

A "more experimental approach" should be taken toward "legitimate part-time students." More attention should be given to their problems of financial aid, lack of encouragement, and scheduling difficulties.

Bye, Carl R. "What Will Be the Dimensions of the Ph.D. and the Professional Doctorates?," Current Issues in Higher Education. Edited by G. Kerry Smith. Washington, D.C.: National Education Association, 1960, pp. 183-186.

Proposals: limit assistantships to at most two years with assurance of aid to complete the degree; emphasize independent study rather than credits and grades; "thorough command," rather than a mere reading knowledge of a foreign language; dissertation as a scholarly exercise, rather than an exhaustive study of an unfertile, although virgin territory.

Carmichael, Oliver C. Graduate Education: A Critique and a Program. New York: Harper and Brothers, 1961.

Discusses the "lag between the B.A. and the Ph. D. [as] a matter of deep concern in view of the shortage of college teachers with maximum training," the lack of organization and planning in the graduate schools, the ambiguous position of the graduate dean, the lack of a recruitment plan, and suggests a new degree to relieve some of these pressures.

Cartter, Allan M. An Assessment of Quality in Graduate Education. Washington, D.C.: American Council on Education, 1966.

"A comparative study of Graduate Departments in 29 Academic Disciplines." An assessment of leading departments, by quality of graduate faculty and effectiveness of graduate programs, as rated by department chairmen, senior scholars, and junior scholars.

Chase, John Leroy. Doctoral Study, Fellowships and Capacity of Graduate Schools. United States Department of Health, Education, and Welfare, Office of Education. Washington, D.C.: 1961.

This study covers 1959-1960. Findings: English has many tuition fellowships of a low dollar value; the pattern of support is affected by the use of assistantships rather than fellowships; there is a "heavy concentration of total university fellowship support in the scientific" areas.

Columbia University. "Administrative Measures for Doctoral Education," The Graduate Faculties Newsletter, 1-3, June, 1966.

Describe new policies enacted to "facilitate full-time study and reduce time between first registration and completion of doctoral study," including continuous-registration requirement, time limits for completing degree work, flat residence fees, and an increase in the number of fellowships.

Council of Graduate Students of Ohio State University. "Graduate Students at Ohio State: A Report of the Findings of a Questionnaire Survey of Graduate Students At Ohio State University during the Winter and Spring Quarters." Columbus, Ohio: 1963.

Discusses social, residential, and academic problems of graduate students. Finds that the relationship with the advisor and selecting a thesis topic are the major academic problems for beginning graduate students.

Dunbar, Ralph E. "Staff-Study Regulations and Restrictions at the Ph.D. Level in American Universities," Journal of Higher Education, 31:505-508, December, 1960.

"Local graduate study by full-time faculty members is highly restricted, or even completely prohibited, in most reputable graduate schools." Suggests use of sabbatical leave or financial aid to enable staff members to complete degrees.

Eells, Walter C. and Ernest V. Hollis. Administration of Higher Education; An Annotated Bibliography. United States Department of Health, Education, and Welfare, Office of Education, Bulletin #7. Washington, D.C.: 1960.

Includes a fourteen page section on "Graduate Programs."

Elder, John P. "Report of the Committee on Policies in Graduate Education," Journal of Proceedings and Addresses of the Association of Graduate Schools in the Association of American Universities, 10th Annual Conference, 1958, pp. 31-49.

Suggestions for improvement of the Ph.D. program: give M.A. after two years of course work, limit the amount of time for completion of the Ph.D., and encourage more independent study.

Foster, Laurence. The Functions of a Graduate School in a Democratic Society.

New York: Huxley House Publishers, 1936.

Although this book is largely out of date, it still contains some useful suggestions. Factors seen as determinants of fitness of graduate schools: eminence of faculty and students, organization and administration of curriculum, intellectual atmosphere, academic freedom, physical facilities and general resources, faculty salaries, accrediting associations.

Gerber, John (ed.). The College Teaching of English. IV, Curriculum series, The Commission on the English Curriculum. New York: Appleton-Century-Crofts, 1965.

A collection of essays, including "Graduate Programs in English," by Roger P. McCutcheon, which reviews many aspects involved in undergraduate and graduate English programs. McCutcheon's essay deals briefly with many problems and provides some useful ideas on seminars and the selection of a dissertation topic.

Graham, Jane (ed.). A Guide to Graduate Study. Washington, D.C.: American Council on Education, 1965.

Provides information for undergraduates investigating graduate schools. Gives introductory information plus brief outlines of programs in various departments at many institutions and availability of financial aid at these schools. It is useful for a broad view of graduate programs.

Grigg, Charles M. Graduate Education. New York: Center for Applied Research in Education, 1965.

Good, recent general study of graduate education. Notes a new pattern of study in one institution, since "the pressure and the demand for good students is so great that many of the newer programs ... will not be able to compete with the older ones for students ... [and] will be forced to accept many of their own students into their programs."

Grigg, Charles M. Recruitment to Graduate Study. SREB Research Monograph #10. Atlanta, Ga.: Southern Regional Education Board, 1965.

Study of the "factors associated with both the decision to continue and the achievement" of a graduate degree. Significant factors found were: level of educational aspiration, area of undergraduate major, undergraduate grade-point average, and other college-related influences.

Grommon, Alfred (ed.). The Education of Teachers of English. The Commission on the English Curriculum of the National Council of Teachers of English. New York: Appleton-Century-Crofts, 1963.

General comments on the value of the doctoral program and related teaching preparation for the future college English teacher.

Gustad, John W. "Preparation for College Teaching," Current Issues in Higher Education, Edited by G. Kerry Smith. Washington, D.C.: National Education Association, 1963, pp. 194-197.

Concludes that "colleges and universities which employ the products of our graduate schools must consider as a categorical imperative the responsibility to provide for continuous, career-long growth in both scholarship and teaching competence," especially for graduate assistants.

Hatch, Winslow R. Approach to Teaching. United States Department of Health, Education, and Welfare, Office of Education, New Dimensions in Higher Education #14. Washington, D.C.: 1966.

Chiefly concerned with effective teaching methods to be used in undergraduate courses.

Heard, Alexander. The Lost Years in Graduate Education. Atlanta, Ga.: Southern Regional Education Board, 1963.

Crucial factors in slowing degree-completion progress are the lack of: clarity of purpose, coordination and continuity, and financial help that does not interfere with progress toward the degree. Time spent in preparing the dissertation and discontinuity of attendance are also determining factors in lengthening the "lost years."

Heilbronner, Walter L. "The Graduate Foreign Language Requirement--An Exercise in Futility?," Graduate Comment, Wayne State University, 9:166-170, 1966.

Recommends that this requirement be given a comprehensive analysis and that a new undergraduate foreign language course which would require a research paper be instituted.

Heiss, Ann M. "Berkeley Doctoral Students Appraise Their Graduate Programs." Berkeley, Cal.: The Center for Research and Development in Higher Education, The University of California, 1964.

Results of a survey of doctoral students at Berkeley covering factors influencing decision to study for the Ph.D., degree requirements, student-advisor relationships, student participation, quality of graduate experiences, and attitudes toward the university. Recommends more student interaction, orientation for doctoral students, individual-adapted programs of study, adjustment of foreign language requirements to the department, more interaction during the dissertation writing stage, and more fellowships.

Heiss, Ann M., Anne Davis, and Frank Vocci. Graduate and Professional Education: An Annotated Bibliography. University of California, Berkeley: Center for Research and Development in Higher Education, 1967.

Annotated bibliography covering the following areas: general graduate education, architecture, business, clinical psychology, dentistry, engineering, law, library science, medicine, nursing, social work, teaching, and theology.

Hovey, Richard B. "Graduate Students: New Style," Journal of Higher Education, 35:442-450, October, 1964.

The M.A. program should become a "post-collegiate" program rather than a method of weeding out Ph.D. candidates. The program should be changed to include one research seminar with a paper and a stress on a broader understanding of the area studied. The M.A. thesis should be replaced by a "strenuous written comprehensive exam."

Johnson, Henry C., Jr. "Are Our Universities Schools?," Harvard Educational Review, 35:165-177, Spring, 1965.

The author distinguishes between universities and centers for research and urges their separation.

Johnson, E. Peter (ed.). "Directory of Assistantships and Fellowships for Graduate Study in English and the Teaching of English," College Composition and Communication, the Journal of the Conference on College Composition and Communication, National Council of Teachers of English, 16: #4, November, 1965.

"Intended to help students find financial assistance to pursue graduate study in English and the teaching of English." Lists institutions by state, degrees offered, enrollment, tuition, and financial assistance information. Published annually.

Johnson, Robert C. "Reflections on the Ph.D.," College English, 26:304-306.

A recent Ph.D. recipient reflects on the problems of doctoral students. Comments that the universities must provide for liberally educated teachers as well as narrowly specialized research scholars.

"The Preparation of College Teachers," The Journal of Teacher Education, 13: #3, September, 1962.

Entire issue devoted to articles on college teaching and its relationship to graduate education.

Keniston, Howard. Graduate Study in the Arts and Sciences at the University of Pennsylvania. Philadelphia: University of Pennsylvania Press, 1959.

First half contains comments and suggestions on graduate programs in general: continue selection of students throughout program (evaluation), institute a three year Ph.D. program - first year - courses, second year-courses and independent study, third year - dissertation, give graduate students a sense of "belonging" through lounges and residences. Second half is concerned with specific recommendations for the University of Pennsylvania. Appendix contains results of a comparison of graduate programs at twenty-five schools.

Knight, Douglas. "Future of Graduate Education in the United States," Educational Record, 46:129-131, Spring, 1965.

Predicts growth of graduate programs of all types, efforts to shorten Ph.D. time length, more intra-university cooperation, development of post-graduate education, and more advanced study for outstanding under-graduates.

Lindsay, R. Bruce. "Report from the President," Journal of Proceedings and Addresses of the Association of Graduate Schools in the Association of American Universities, 17th Annual Conference, 1965, pp. 24-30.

Proposes the use of better recruiting methods and of programs of advanced study for qualified undergraduates to introduce them to graduate work.

Mayhew, Lewis B. "The Literature of Higher Education," Educational Record, 47: 18-49, Winter, 1966.

Annual bibliography in essay form of publications concerned with higher education. Includes some general graduate education items.

McGrath, Earl J. The Graduate School and the Decline of Liberal Education. New York: Columbia University Teachers College, 1959.

Asserts that specialization of training of graduate students leads to narrow professors and, thus, to a decline in liberal, broad education for undergraduates.

McNamee, Lawrence F. "The English Ph.D. Program in the United States," College English, 25:363-365, February, 1964.

Survey of 75 departments offering the Ph.D. in English. Findings: Average number of credits required is 90, Anglo-Saxon, History of the English Language, and Method and Materials of Research are the most frequently required courses, and "in addition to a library and research facilities, it seems that a school must provide that intangible thing called atmosphere."

Meade, Richard A. Fifth-Year and Five-Year Programs for the Pre-service Education of Teachers of English; A Description of 104 Programs. Champaign, Illinois: National Council of Teachers of English, 1964.

Brief descriptions of fifth-year masters degree programs and five-year programs followed by outlines of these programs at the schools offering them.

Medalia, Nahum Z. On Becoming a College Teacher; A Review of Three Variables. SREB Research Monograph #6. Atlanta, Ga.: Southern Regional Education Board, 1961.

Reviews the following variables: career decision, occupational image, institutional potency. Offers no conclusions.

Miller, John P. "The Teaching Assistantship: Chore or Challenge?," Ventures Magazine of the Yale Graduate School, 4:1-5, Fall, 1964.

Proposes a new program for teaching interns in which they will teach three hours a week and spend three hours in preparation, marking papers, and

office hours. This internship will be available to advanced students for not more than two years. A "voluntary colloquium on Issues of Higher Education" has also been established as part of this program.

Miller, John P. "Report of the Committee on Policies in Graduate Education," Journal of Proceedings and Addresses of the Association of Graduate Schools in the Association of American Universities, 17th Annual Conference, 1965, pp. 37-44.

As other forms of financial support increase, the quality of the teaching assistant may decline. To make these assistantships more attractive, stipends should be increased and the number of hours of work should be lowered. The combined teaching and fellowship program should be further explored.

Millet, John D. "Graduate Education: A Reappraisal," Current Issues in Higher Education. Edited by G. Kerry Smith. Washington, D.C.: National Education Association, 1962, pp. 206-209.

Opposes hard line of separation between undergraduate and graduate education and faculties. Notes that "the basic challenge to American education is to unite" instruction and research, teaching and scholarship.

Minot, Stephen. "What a Seminar is Not," American Association of University Professors Bulletin, 44:733-735, December, 1958.

Defines a seminar as an active experience in which the students take the intellectual initiative and gives suggestions for creating such an experience.

Muscatine, Charles. Education at Berkeley. Report of the Select Committee on Education of the Academic Senate of the University of California at Berkeley. Berkeley: University of California Press, 1966.

A report consisting of discussions and recommendations on educational problems at Berkeley. Includes sections on graduate education and the teaching assistant. Recommendations include the creation of a new degree, the Doctor of Arts, which would require preparation equivalent to that normally required for advancement to candidacy for the Ph.D., but without requiring a dissertation.

National Academy of Sciences, National Research Council. Doctorate Production in United States Universities, 1920-1962, with Baccalaureate Origins of Ph.D.'s. Washington, D.C.: 1963.

Statistical analysis of doctorate production and relationship to B.A. origin. Seems to show a relationship between the number of B.A.'s from a school who go on to attend graduate school and the number of Ph.D.'s awarded by that school.

Ness, Frederic W. and Benjamin D. James. Graduate Study in the Liberal Arts College. Washington, D.C.: Association of American Colleges, 1962.

Discusses graduate programs in small colleges. Includes guidelines for graduate programs of regional accrediting associations and a selected bibliography.

Pressey, Sidney L. "Age and the Doctorate," Journal of Higher Education, 33:153-160, March, 1962.

Concludes that "at present the Ph.D. program is being taken even later in life than formerly - as well as data which indicate that this is undesirable." Also found that early achievement of Ph.D. is related to later success. Therefore, recommends shorter time span for Ph.D. and an intermediate degree for those who desire only to teach.

Punnett, Thomas. "Report to the Graduate Committee of the College of Liberal Arts Concerning Recruiting and Support of Graduate Students, Revised," Temple University, Philadelphia, Pa., May, 1967.

On the basis of statistical information, suggests that recruitment should rest with the individual department and that a higher rate of financial support for graduate students is needed.

Rosenhaupt, Hans. Graduate Students; Experience at Columbia University, 1940-1956. New York: Columbia University Press, 1958.

Comments based on statistical information of this period at Columbia University. Suggests that more college teachers will be needed along with new methods for hiring them.

Rowland, J. Carter. An Annotated Bibliography on the College Teaching of English, 1957-1963. Champaign, Illinois: National Council of Teachers of English, 1966.

A bibliography covering: The English Program, Freshman English, The English Language, Literature, Drama, Speech, Journalism, The Preparation of English Teachers. Primarily deals with Freshman English.

Sapienza, Samuel R. "Toward a System of Evaluation in Admissions Work," College and University, 35:41-48, Fall, 1959.

Lists factors involved in admissions and recommends assigning weights to them in order to have a systematic evaluation.

Southern Regional Education Board. Master of Arts in Teaching Programs in the South. Atlanta, Ga.: March, 1965.

Outline of southern M.A.T. programs covering degree awarded, specialties available, admission requirements, program, time required, financial aid, and application deadline.

Tucker, Alan. "Some Questions About the Critics of Graduate Education," Proceedings of the Midwest Conference on Graduate Study and Research, 20th Annual Meeting, 1964, pp. 3-20.

Concludes that "only a minority are critical of graduate education and that most of the criticisms are leveled not at the system of graduate administration or at the requirements for the doctorate but rather at the behavior of graduate faculty towards their students."

_____. "Decentralized Graduate Administration with Centralized Accountability," College and University, 36:132-139, Winter, 1965.

Describes procedures and administrative functions of centralized graduate administration system used at Michigan State University.

Tucker, Alan, David Gottlieb, and John Pease. Attrition of Graduate Students at the Ph.D. Level in the Traditional Arts and Sciences. Office of Research and Development and the Graduate School of Michigan State University, Publication #8. East Lansing: Michigan State University, 1964.

The Ph.D. attrition rate was found to be 31%. The chief cause of this attrition appears to be a lack of sufficient motivation. Most students seem to have progressed as far "as was consistent with their levels of ability." Recommendations for increased Ph.D. production include: more active recruitment, more selective admissions, better student-advisor and student-professor relationships.

Tucker, Alan, and Lee Sloan. "Graduate Student Talent; Sold to the Highest Bidder," Journal of Higher Education, 35:12-18, January, 1964.

Study of students who were accepted into graduate programs at Michigan State University but did not enroll. Findings: "it appears that whereas most universities seek graduate students with the highest potential for

academic performance, the average graduate student chooses the university offering the highest stipend."

Walter, Everett. Graduate Education Today. Washington, D.C.: American Council on Education, 1965.

A collection of essays "designed for those persons concerned with the problems of higher education, especially those not intimately involved in graduate study." The most specific chapters are those by Arlt, "New Trends in Graduate Study in the Humanities," and Cartter, "The Decades Ahead: Trends and Problems."

_____. "Preparation of the College Teacher," Proceedings of the Department of Higher Education of the Pennsylvania State Education Association, 16th Annual Conference, November, 1966.

Discusses various approaches to the problem of programs for the education of college teachers: revitalized M.A., new in-between degree, speeding up the Ph.D., new degrees proposed by various schools. Suggests instituting an interdepartmental course in college teaching, followed by seminars and supervised teaching.

Weitz, Henry, Robert H. Ballantyne, and Robert M. Colver. "Foreign Language Fluency," Journal of Higher Education, 34:443-449, November, 1963.

Study based on questionnaires sent to Ph.D. recipients. Found that many did not use foreign language references in their dissertations (only 2.2% did in English). Proposes, therefore, that foreign language requirements should be changed; either require greater competency in foreign languages or require only what will be needed to write the dissertation.

Wilson, Kenneth. Of Time and The Doctorate: Report of an Inquiry into the Duration of Doctoral Study. Research Monograph #9. Atlanta, Ga.: Southern

Regional Education Board, 1965.

A study of the amount of time necessary to attain the Ph.D. degree. Provides information on normal progress patterns and gives data from a survey of doctoral graduates, graduate deans, and departmental representatives on the significant factors affecting the relationship of time and the doctorate.

Wright, Charles R. "Success or Failure in Earning Graduate Degrees," Sociology of Education, 38:73-97, Fall, 1964.

Considered the effects of 63 variables on graduate students over a period of eleven years to find their relationship to the completion of graduate degrees. Findings: social adjustment and integration into the graduate school community and age as related to success were the only significant factors.